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ABSTRACT

A study examined whether a group of eighth graders whose teacher read orally to them for 10 minutes daily would develop greater interest in reading for pleasure than similar students who did not experience the teacher reading orally to them. Subjects, 36 urban and suburban youngsters, were divided into an experimental and a control sample. Beginning the first day after the experimental group finished hearing the book, both the experimental and control groups were given free choice time for the last 10 minutes of reading class for 14 consecutive school days. The teacher kept a log showing the number of students who chose to read a book, study silently, or do homework during the free choice time. Results indicated that when given the opportunity to select freely among activities, both groups made similar choices whether they had been read to at one time by the teacher or not. (One table of data is included. One appendix, showing a sample daily choice log sheet, and 34 references are attached.) (MG)

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The Effects of Oral Reading on Reading Interest in Eighth Grade

By

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ABSTRACT

This study involved thirty-six eighth graders who were divided into an experimental and control sample. It was hypothesized that a sample of eighth graders who had their teacher read orally to them for ten minutes daily would not develop greater interest in reading for pleasure than similar students who do not experience the teacher reading orally to them for ten minutes daily. The study was conducted for twenty-nine consecutive school days. The experimental sample were read to for fifteen days, ten minutes daily. On the sixteenth day, both sampleswere given ten minutes daily of free choice time when they could read, study silently or do homework. This occured for fourteen school days. An analysis of the results showed that there were no significant differences between the two samples.

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Many teenagers today do not read for pleasure. Other activities are abundantly available to them, subtracting time from recreational reading. The common hobbies today are television watching, listening to music, listening to music on the television ("MTV"), playing video games, and talking on the telephone. Teachers in the upper grades often find that their students who enjoy reading for pleasure are in the minority. Teachers also find that to encourage their disinterested students to try reading for fun is a discouraging task, and one that is usually met without success.

Neuman (1980) wrote an article stating that reading is intrinsically rewarding and therefore functions as its own best motivational device. He reported that 313 third graders listed general enjoyment as their chief purpose for engaging in recreational reading when surveyed by him. It has been noted that young children love to read, and seem naturally interested in it. When the children become teenagers this sincere appreciation of being carried away by the written word is lost. It is important, therefore, to look at ways in which young teenagers can be re-introduced to the joy of reading.

In a relaxed classroom atmosphere, a good teacher can help students learn the value of pleasure reading. Holt (1977) reports that even high ability youngsters frequently evidence reading aversion and typically read very few books. Teaching reading in ways that minimize boredom, tediousness and damage to self-worth is important to all students. Adult leadership can play an important role in encouraging the reading for enjoyment as an activity.

Dreher (1989) indicates the importance of the teacher in reading instruction. The key issue is the nature of the teacher's importance. The prevailing view of the teacher as a "program deliverer" needs to be countered with a shift to a recognition of the teacher's active role in instructional decision making. Being sensitive to the affective domain of the students, and adapting the curriculum to work with that is a crucial part of teaching. If it is crucial in determining recreational reading, it must be considered.

Morrow (1987) describes methods which research indicated prompted innercity children to read for recreation. Teacher directed literature activities were carried out where the teacher read aloud to the class. Substantial evidence indicating the program's success grew from various data gathered. Walker and Kuerbitz

(1978-79) studied story time as a factor in beginning reading success to determine the relationship between reading to preschoolers and their success in beginning reading. They found that there is a relationship between children's desire to have their favorite stories read frequently and first grade reading success.

The above research is primarily relevant to the primary grades. Since we see a loss in teenage reading it can be supposed that what occurrs in the transition from the lower grades to the upper grades could be the loss of the teacher reading to the students for pleasure. It would appear that the teacher is absent as a role model for this art in the upper grades. Various questions can be asked. Will eighth graders, when the teacher reads to them, develop renewed interest in books? Will they develop a greater interest in books than those who do not have the experience of being read to? Will young teens read a library book as a matter of preference over another activity? These are important questions to ask since this predominantly early childhood practice of reading aloud to children may enhance reading interest in teenagers.

One clue to what might occur is seen in the research of Ann Helmstatter (1987). She stated that the apathy in some below level classes can be cured. After three

months of positive reinforcement through various activities, such an eighth grade class emerged from apathy to become a group of active learners. One phase was sharing literature through oral reading.

It must be determined if there is a difference in eighth graders in their interest in reading when the teacher has read to them. Role modeling is a viable, powerful tool. If it can be used to cultivate reading for pleasure, then it would be important to get it into the classroom.

HYPOTHESIS:

To provide additional evidence concerning this topic, a study was conducted on the hypothesis that eighth grade students, having their teacher read to them orally for ten minutes daily, would not develop a greater interest in reading for pleasure than those students who do not experience the teacher reading orally to them for ten minutes daily.

PROCEDURES:

This study was conducted to determine if the experience of having the teacher read to them would have a positive effect upon the habit of reading for pleasure of eighth graders. There were two samples

involved in this study, an experimental sample and a control sample. The experimental sample contained eighteen eighth grade students. The population is from an urban and suburban community and participants included whites, blacks, and hispanics. The students, both male and female, were selected randomly from three achievement groups (top, middle and low), one-third of the class from each group. The control group also consisted of eighteen eighth graders, grouped from the same urban/suburban community.

The experimental sample was told that the teacher was going to read to them daily for ten minutes. The procedure was introduced and explained to the students using positive connotations and overtones, rather than as a task-oriented assignment. The control sample was not read to at all by the teacher, and was told no information regarding the experiment. Rather, their forty minute reading period was devoted to independent work on reading skills as part of their regular schedule.

The teacher read to the experimental sample for ten minutes each day at the beginning of their reading period. Questions were allowed to be asked when they were referring to what was being read. At times there was a discussion following the reading of the day. When reading time was extended due to a discussion, it

extended at the discretion of the teacher. Discussions did not surpass a forty minute time limit. The extension did not become the rule; it occured only when it was of significant nature - where high level inference was developing from class conversation.

The study was conducted for 29 consecutive school days. Commencing the first day after the experimental sample finished hearing the book, both the experimental and control samples were given free choice time for the last ten minutes of reading class. This was time when the students were given a choice in their activity. They were allowed to read a book from the back of the room library table, or to read their own library book, or either to study silently or do their homework. The teacher, upon granting free choice time to both smaples, began a log showing the number of students each day who chose to read a library book from the back table or of their own. The log sheets were tallied for both the experimental and the control samples. The results of the logs were compared and conclusions drawn.

RESULTS:

Students in a control and experimental sample were given ten minutes daily for fourteen consecutive school days

of free choice time. During this time they could choose to read a library book of their own or from the classroom library, or they could choose to study silently or do homework. The experimental sample had the experience of being read to by their teacher for ten minutes daily for fifteen days prior to being given free choice time.

The choices made by both samples are shown in Table I.

TABLE I

SUMMARY OF STUDENT CHOICES DURING FREE CHOICE TIME

CHOICES	Control N=18	Experimental N=18
Book from Classroom Library	140	129
Student's Own Library Book	6	6
Silent Studying	1	16
Do Homework	64	74

One hundred forty choices were made by the control sample to read from the classroom library, compared to one hundred twenty-nine in the experimental study. Both samples indicate six students chose to read their own

library books. In the category of silent study, there was only one control sample choice, contrasted by sixteen choices made by the experimental sample. Sixty-four choices were made to do homework by the control sample, seventy-four by the experimental sample.

The contrast of sixteen to one choosing to study silently in both samples is, most likely, an aberration which established the significant difference in the chi square test results (X^2= 13.97). It must be noted that the experimental sample had a test to take that day in the class immediately following the one of this study. Thus their choice was strongly influenced in favor of studying. The control sample had already taken their test before they had the class with the free choice time. Discounting this aberrant statistic indicates that there is no significant difference between the control and experimental samples. Support for the null hypothesis of no significant difference would be shown if the sixteen choices to study silently were reassigned.

CONCLUSIONS

The results of this study confirms the hypothesis that eighth grade students who have their teacher read orally for ten minutes daily to them would not develop a greater interest in reading for pleasure than those

students who do not experience the teacher reading orally to them for ten minutes daily, since there was no significant difference between the two groups.

The results indicate that when given the opportunity to select freely amoung activities, both groups made similar choices whether they had been read to at one time by the teacher or not.

It is interesting to note however, that eighth graders do choose to read over studying silently or doing homework. The lack of time adolescents spend reading books as a recreational experience may be due to the fact that they are faced with a varied number of other exciting activities. It may also be critical to note that time to read was a structured part of the procedure. Perhaps if there was a more programmed schedule for adolescents in their home environment to partake in constructive behavior, such as reading for pleasure, they may choose to do it more often and develop a habit for it. This may be more true if they are given reading for pleasure as a choice, i.e. chores or reading for a certain period of time.

Based on this implication, a study in the home environment assisted by parental support should be conducted.

While no significant difference can be reported in favor of the experimental sample in this study, it is

worthwhile to mention that possibly the time span of the procedure did not extend for a long enough period to show a difference. Continuing the procedures in this study over a year's time, or longer, might show considerable differences in the choices the experimental sample makes. Recreational reading periods structured into the curriculum on a daily basis may give adolescents further opportunities to establish this valuable activity as a part of their intrinsic behavior. The author believes that future research is indicated.

The Effects of Oral Reading on Reading Interest in Eighth Grade

RELATED RESEARCH

Mark E. Thompson wrote and presented a paper in 1987, noting that what becomes of reluctant readers should be of great concern to a nation that advocates education and has traditionally been committed to principles of the higher order. He identified the characteristics of reluctant or unmotivated readers and discusses what happened to them. Following background reflection on the limits people who can read but choose not to, Thompson presents a review of scholarly literature dealing with the problem of the reluctant reader, emphasizing articles on such topics as literacy, reading habits of the American public, and reading motivation. Characteristics of the reluctant reader include lack of interest in or anxiety about reading, and Thompson recommends strategies to apply in reading development. Reading aloud to students and searching out materials that are interesting to them are among those strategies. He concludes with a summary linking the American educational system with social conditions and posits the belief that understanding and acquiring a value for reading is as important a factor in the furtherance of literacy as is teaching illiterate adults basic reading skills.

In Becoming A Nation of Readers: What Parents Can Do, Marilyn Binkley (1988) reports findings from the 1984 reports of the Commission of Reading, "Becoming a Nation

of Readers". On developing readers and making reading an integral part of learning, suggestions are offered for helping the child succeed in school and for encouraging reading for fun. The afterword calls on teachers, publishers and school personnel, as well as parents, to participate actively in creating a literate society.

The Department of Education, Honolulu, Hawaii has a literature program designed to help children enjoy and understand literature through active exploration of a variety of stories and poems from contemporary works as well as from the classics. One part of the program outlines several important guidelines for teachers, one guide being to read aloud to students.

Ann Lockledge and Constance Matheny interviewed over 200 adults, both those who enjoy reading and dislike reading. This information was used to investigate the assumption that the impetus for lifelong enjoyment of reading most often occurs in the home before children enter school. Results indicate that parents who enjoy reading aloud and encourage it produce families that enjoy reading. This research report suggests that teachers pause and reevaluate decisions regarding what will predispose students to enjoy reading. Excerpts from interviews also suggest that the families of those adults who read for

pleasure were usually warm and loving and were families that tended to share experiences and spend time together reading and writing. There were adults, however, who described very limited experiences with their family and yet admitted to reading a great deal. Many of them were encouraged to read by a teacher, which supports the notion that school can be a shaper of adult interest in reading when family influence is limited.

Barbara Park (1986) wrote an article stating that shared reading is a valid instructional strategy and that if teachers use it with joy and confidence, children will respond in kind.

Dorothy Butler (1983) suggests that remedial reading teachers deemphasize skill building in favor of reading aloud to children, replicating the experience of children raised in a book-reading family.

Mortin Botel (1980) sets a framework of goals for developmental reading, proposing three major categories of action: (1) the institution and improvement of a reading/language arts curriculum for grades one through twelve based upon the structure of five critical experiences- sustained silent reading of self-selected books, composing (oral and written), reading aloud to students, responding to literature (heard, read, visualized,

or dramatized), and investigating and mastering basic skills; (2) the institution and improvement of effective curriculum related tests for placement, diagnosis and measurement of progress; and (3) the institution and improvement of informal measures of the students' growth in interaction (talking together) skills, writing skills, study skills, and positive attitudes toward reading.

In an article by Dorothy Butler (1982) the concept that reading begins in the home is expanded for teachers to capitalize on. She states that if, ideally, reading begins at home, with children listening eagerly to interesting stories, then this experience must be duplicated in the classroom for reluctant readers. Listening to good stories can motivate students to develop reading skills.

According to a study done by Mason and Blanton (1971), reading aloud to children can also effect their reading interests. They studied the reading interests of three, four and five year old children. One important finding was that after the children learned to read, they were more eager to read for themselves the books that had been read to them, or books of the same type, rather than other books. Mason and Blanton say, "Apparently, exposure to a good book increases one's desire to read it for himself."

In a journal article, "On Reading Aloud", Bruce Chadwick recommends reading aloud to students or having them read aloud themselves as a way of stimulating their interest in what they are reading about and in reading itself.

Herrold William did a pilot study to examine the effect of a read-aloud literature program on the attitudes of middle school students toward reading. A randomly selected group of 70 teachers and 1,673 sixth, seventh, and eighth grade students from four regions of the United States and one region in Europe participated. Testing the hypothesis that student attitudes toward reading would be positively affected if teachers were to share (model) their own love and enthusiasm for books, the teachers read adolescent literature classics to students for 15 minutes, 4 days a week, for 12 weeks. Analysis of pre- and post-tests, Form 1 and Form 2 of the "Reaction Toward Reading Attitude" scale, indicated little or no difference in student attitude was generated. Further analysis suggested that too little time had elapsed between pre and post assessments. This pilot study developed baseline data and a working research team for the continuation of a three year project funded by the International Reading Association designed

to increase instructional effectiveness for students during the critical "last chance" (before dr pping out of school) adolescent years.

Hollee Frick (1986) indicates from her research that engaging later elementary and adolescent students in reading aloud can be helpful. She states that this activity can increase students' reading motivation and improve their language and learning skills. She offers tips and suggestions to teachers about these strategies in her article.

A longitudinal study by Gloria Blatt (1981) examined the classroom environments in which 30 children learned to read. Over the first four years of the study, data were collected on how the children's third, fourth, fifth, and sixth grade teachers taught reading and other subjects, the kinds and numbers of books that the children had available to read, the function of reading in the classrooms, and the connections made between assigned reading and literature. During the study, the children kept records of what they read and answered questions about how they heard about these books and what they thought of each book. The results showed that teachers were most successful in fostering reading interests when they gave children time to read, used literature to teach reading,

or read aloud regularly to their classes. The positive effect of sharing books in class was evident in the student's reports of how they got information about books and in the examination of reading by one child, whose preference for fantasy was first triggered and later fostered by oral readings in successive classes. By calling attention to specific books in one way or another, the teachers were able to establish climates in which reading became a significant activity valued by the social community of the classroom in general.

In research done by Beverly Newcomer, the use of a listening station and its effect upon the reading interest of first graders was examined. Eighteen first graders were randomly selected from three reading groups in a suburban community school and were equally divided into an experimental and a control group sample. While the experimental sample used the listening station at least three times a week for the length of the study, (27 days) the control sample did not use the listening station. Results indicated no significant differences between the experimental and the control samples, nor between children who were exposed to a variety of reading materials outside of school and those who were not.

In Klug's study (1986) it is stated that the use of

children's literature in the classroom can greatly enhance the core curriculum by supporting children's cognition, language, personality, social, aesthetic, and creative development. Preservice teachers often have difficulty conceptualizing a style of literature presentation that will provide optimum learning-stimulation, however, and the EXCEL (Expanding Children's Experiences through Literature) approach was conceived in response to this need. This three-pronged approach is aimed at drawing upon and expanding children's experiences, increasing students' interactions with oral and written language, and developing students' interests in literature while actively engaging them in literature experiences. The steps involved in EXCEL are (1) a prereading activity; (2)the reading, telling, or dramatization of a story; and (3) a postreading activity. EXCEL has proven very effective with children from preschool age through sixth grade and with normal as well as exceptional and multicultural populations. If children are to discover the joy of involvement in the world of books, it is important to make the maximal use of their literature experiences. Only after finding excitement in books can children be expected to become more than nominally involved in reading.

In order to be motivated to include reading aloud in classroom reading instruction, teachers sometimes need to be informed of the specific benefits this method provides. So states Robert Nistler (1987) who explains that when children listen to stories being read aloud they become aware of story components, can recognize plot, character, and theme, and they learn that a story involves one or more characters who must face and resolve a conflict. He goes on to say that learning to expect these story elements helps students in reading comprehension, since children who have been read stories aloud are able to make better predictions about what will come next when they read to themselves. For children whose only reading is from basals, being read to becomes very important since basals do not provide the full range of stories and are not preparation for important story types. Studies indicate that during storytime the language of teachers is purposeful and helps children arrive at some level of text understanding. Teachers also pose thoughtful questions, model their own thinking, show spontaneous appreciation for stories. However, factors such as the type of text, the number of times a book has been read, the number of children involved in the reading, and the tempermental characteristics and sociocultural backgrounds

of the participants as well as the age of developmental level should be considered in order to provide the beneficial experience for students.

Twining (1976) feels that a child's sense of involvement in story and desire to experience literature must be sustained and promoted if the problem of "literacy" is to be resolved. Four activities, designed as a series of stages, can enhance the literary experience of children. He explains the activities as follows: the first activity is reading to children - exposing them to the language stimulation of verse, prose, unique literary styles, and artistic reflections, providing them with an enthusiastic model of involvement and personalizing the literary encounter. The second activity motivates involvement by providing an appropriate environment - presenting an exciting introduction to or reading an intriguing excerpt from a story. The third activity is guiding the literary encounter to alert children to character development, different story events, cause and effect relationships - further analysis and information processing. Ultimately children should formulate their own guide questions and frameworks for analysis. The fourth activity involves promoting a response to the literary experience by asking intellectual-affective

questions which require comparative judgment and clarification. Asking which book was most exciting, pleasurable, thoughtful, or memorable, and what makes a book worth reading can help children make decisions about the quality of their encounters so that valued experiences may be sought again.

Swanson (1982) conducted a study to investigate the relationship between attitude toward reading and reading achievement. From a rural sample of 116 first-grade pupils in northeastern Georgia, scores from a self-report inventory designed to measure attitudes toward reading were correlated with scores on the total Reading composite from the Metropolitan Achievement Test. Low but stable correlations were found. The study revealed that younger pupils usually have relatively positive attitudes in the initial stages of learning to read. It isn't until learning to read becomes more of a "task" that the negative attitudes are established. This observation was supported in findings in studies by Johnson (1978) and Parker (1978). Continued development for beginning readers of appropriate attitude measures to which they can respond in a meaningful way should be helpful in the evaluation of the affective domain of reading. These measures can provide teachers and curriculum specialists with useful information for the selection of materials

that may maintain positive attitudes on the part of the novice reader learning the reading process.

A survey of 101 primary teachers revealed that although attitude is ranked as a top priority in reading, very little time is spent on attitude development (Alexander, 1984). To maintain the positive attitudes of young readers, teachers must be aware of the vulnerability of young students toward teacher expectations (Brophy and Good, 1970) and must begin to look at ways of implementing positive motivational techniques into their beginning reading curriculum.

Fisher and Elleman (1984) predict in their article that a first grade teacher probably reads books aloud to their students often,while this practice all but disappears in the upper elementary grades as pupils acquire the skills to read independently. Ten reasons that teachers should read aloud to students in the upper elementary grades are then given. One reason is to refine their reading skills. The opportunity to hear stories read by an accomplished reader can awaken students to the delights of literature, giving them motivation for learning to read or to read better. This domain of reading may often be lost during the elementary years when children are grasping to learn the skills of reading,such as vocabulary building and sentence structure.

In an article by Tovey (1976) a theoretical base for reading instruction is established on the research efforts of linguists and psycholinguists and characterizes reading as a predictive process. That is, the reader predicts the intent of the author by using as little visual information (print) as possible. This, according to Tovey, could be a base which provides direction and specific criteria for testing the efficacy of instructional strategies. He recommends ten ways to improve children's comprehension abilities, ideas which are theory supported. Tovey states that it appears comprehension cannot be taught directly, but situations can be provided to facilitate and encourage the processing of print into meaning. Ten instructional guidelines are offered as practical means to invlove children in successful reading experiences. Based on student's language and cognitive abilities, their point of view is one which perceives reading as a language process. One of the steps establishes an emphasis on reading as communication, reading as a method of sharing material. Tovey wants to de-emphasize the mechanical aspects of reading by creating reading situations based on the real concerns and interests of particular children. "Reading outstanding books to children will also take their minds off the 'bits and pieces' of reading materials. As books

"come alive", fewer students will view reading as a mechanical process. Rather, they will begin to perceive it as a meaning seeking activity. He concludes his article by declaring that if his suggestions were implemented, most children would not learn how to read, but would read. Tovey states, "It is important to involve children appropriately with the wonderful world of books awaiting them."

In Ms. Lindberg's (1988) article, a process approach to teaching literature in the upper grades is outlined. The simple, effective way to begin this process is for the teacher to read aloud to the class. The students are instructed to sit back and enjoy the story. She states this gives students a clear message that the teacher values and enjoys reading, and values the students enough to want them to enjoy reading also. The move to a process oriented or whole language classroom is made in graduated steps. The focus in Lindberg's program is both on meaningful writing and on the ways students respond to what they read. This article suggests that such an approach can create in students a life-long love of literature.

Another program using oral literature is an all school program (Boothroy and Dunham, 1981). This approach motivated children to read more and better

books, provided them with meaningful, literature centered reading and listening practice, and sharpened their reading. Noting that many teachers spend time reading to their students, this program was designed to help teachers reap more benefits from the time they spent on this activity. Based on the belief that creating a love for literature in children is a basic part of the education process and that a well planned literature program is a key factor in the development of that love of a good book, Boothroy and Donham developed the program. The entire staff becomes involved, and two 25-minute periods per week for nine weeks is set aside for the whole school to listen to literature being read aloud. Four units per year occur in this type of cycle. The authors state that when the whole school listens to literature being read aloud, appreciation and enjoyment are enhanced. Both voracious readers and reluctant readers gain from such a program. The former enjoy broadening their exposure to books and authors; the latter gain familiarity with literature they might never read themselves.

Lundsteen (1979) defines listening as a basic skill underlying language arts and creative problem solving. She discusses the relationship between auditory discrimination and reading that is observed in schools.

Her conclusion is that a child in need of remedial reading is also a child in need of remedial listening. Some of the links between reading and listening which are pointed out include: vocabulary, the act of receiving, and common skills of thinking and understanding.

In December 1980, Cynthia Butler wrote an article about teachers reading aloud in the classroom. She believes both teachers and students enjoy this activity. She also states that the results are measurable... reading scores improve as a result of a regular reading aloud program. Reading aloud in the classroom is of far greater value than generally supposed. Not only is it a means of introducing students to good literature, it is a tool for growth in specific areas. In a study done by Stallings (1980) it was found that the interactive teacher is the effective teacher. At the time of her 1977 study, "reading aloud was occurring in relatively few secondary classrooms, but where it was occurring it was associated with student gain (1980 p. 8).

Studies have also been conducted concerning reading interests. Porter (1969) found that reading aloud to fourth, fifth and sixth graders affected their reading interests as well as their comprehension achievement.

Hearing good books read aloud by an enthusiastic teacher is an important motivating factor in helping

children become readers (Huck 1979). The teacher as role model is extremely important. The children observe the teacher's enjoyment of reading, they share the enthusiasm of the teacher who is reading a favorite book aloud.

Vail (1977) indicates "a poor reader derives personal, cultural, and academic benefit from being read to in the classroom. Children who have not been read to will often miss obvious context clues due to lacking a feel for the flow of the larger picture. This lack is detrimental to reading appreciation because it results in word by word reading.

Arbuthnot (1977) believes children need and want to have books read to them on a reading level beyond their own ability. The classroom teacher should provide this for all students: the beginning reader, the older child, the disabled or competent student. She asserts this is a stimulus to continued reading progress. A good book, well read, brings responses from children who could not enjoy and respond to the book on their own because their reading ability would not permit it.

A reading program which is to be counted a success must stimulate pupils to read, not just to know how to read. Much of the research has recognized the importance of reading aloud to students to enhance their appreciation

of reading for pleasure. Studies have shown that reading aloud to middle grade students affects their comprehension ability as well as their reading interests. Among the results of the studies it is revealed that there is a significant relationship between reading aloud to students and students reading on their own as a means of enjoyment. This relationship becomes important to any teacher of reading who may wish to emphasize this approach with reading instruction.

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APPENDIX A

Student Daily Choices - Log Sheet

	CONTROL SAMPLE					EXPERIMENTAL SAMPLE			
	Book from back table	Their own library book	Studied Silently	Did homework		Book from back table	Their own library book	Studied Silently	Did Homework
10/17 Day 1	8	1	1	6	10/17 Day 1	8	0	0	8
10/18 Day 2	5	0	0	10	10/18 Day 2	8	0	0	8
10/19 Day 3	7	0	0	9	10/19 Day 3	7	1	0	5
10/20 Day 4	13	2	0	1	10/20 Day 4	12	0	0	5
10/23 Day 5	3	0	0	11	10/23 Day 5	7	1	1	8
10/24 Day 6	13	0	0	3	10/24 Day 6	5	0	11	0
10/25 Day 7	8	0	0	4	10/25 Day 7	12	0	0	3
10/26 Day 8	10	1	1	3	10/26 Day 8	11	1	0	5
10/27 Day 9	9	0	0	6	10/27 Day 9	9	0	0	7
10/30 Day 10	9	0	0	7	10/30 Day 10	13	0	0	5
10/31 Day 11	16	0	0	0	10/31 Day 11	13	2	2	1
11/01 Day 12	13	2	0	1	11/01 Day 12	7	1	1	7
11/02 Day 13	12	0	0	2	11/02 Day 13	7	0	0	6
11/03 Day 14	14	0	0	1	11/03 Day 14	10	0	1	6
TOTALS	140	6	2	64		129	6	16	74